

Activity #5: Read Alouds and the COT

Section 2: About Read Alouds

Read Alouds

Observed	NS	Before Reading
		Talk about book and print concepts such as: title, author, illustrator, or cover/parts of book, directionality, etc. Note: No credit is given if these are just read.
		Ask questions/prompt children to activate prior knowledge of book content or elements related to children's knowledge (e.g., "What do you know about bears? Do you remember when...?")
		Introduce words/concepts that build background knowledge for the overall understanding of the story (e.g., When reading Bear Shadow, discuss the concept and meaning of the word shadow.)
		Tell what the story is about with a brief introduction/overview , such as "In this story, the lion..."
		Use a read aloud chart or other visual aid to support or introduce the read aloud or topic. (e.g., flannel board pieces, puppets, other props).
		Ask for predictions ("What do you think will happen?"; "What is this story about?"; How do you think...?).
		Give a purpose for listening to the story ("As I read, I want you to think about/listen for...").
		Teacher defines a comprehension strategy and explains this is generally something good readers do (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "What's the bear going to do? Child says, "Eat the honey." Teacher says, "You made a prediction which means you guessed what would happen next in the story. That is what good readers do.").

Observed	NS	During Reading
		Read with expression to capture children's attention (e.g., dramatic tone, use special voices for characters, etc.).
		Acknowledge child responses or acknowledge children who initiate their own topic during reading with simple praise or brief acknowledgement ("Good job", "You're right", repeats child's comment and/or praises).
		Ask knowledge level, basic questions (have right or wrong answers based on what you can see in illustrations or hear from the words read; e.g., recalls, names events, and descriptions, etc.).
		Ask higher level, thinking questions (analysis or thinking required, "why," "how," compare, link, explain, etc.). Note: Do not also mark in the Oral Language Use section.

		Build or expand on child responses by adding more information than simple praise/brief acknowledgement (e.g., Child: "It's a giraffe!" Teacher: "Giraffes have really long necks;" Child: "He's mean!" Teacher: "I agree with you that he's being mean. I think he is a bully.").
		Give child-friendly, explanation of new vocabulary words in text (" <i>Dangerous</i> means not safe."). Note: Do not also mark in the Oral Language Use section.
		Ask children to quickly act out important words or ideas in story (e.g., "Let's all pretend to <i>tremble</i> like we're scared."). Note: Do not also mark in the Oral Language Use section.
		Model or ask children to use prior knowledge connected to previous themes or classroom learning topics (e.g., "What have we already learned about...?"; "We planted flowers the other day and this book is about plants.").
		Model or ask children to make connections between the text and their life or with outside the classroom (e.g., "What animals did you see when we went to the zoo with your dad?"; "Good readers think about how books remind them of things in their life. This is called making a connection. What does this book remind you of?").
		Model or ask for predictions ("What do you think will happen if..." "How do you think...").
		Follow up on predictions made to confirm whether the prediction did/did not occur.
		Model or encourage children to think about the purpose for listening discussed before reading (e.g., "We were thinking about...").
		Teacher models or thinks aloud to draw attention to a comprehension strategy (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "I have a question about this book. What does the ...?" Teacher says, "This picture makes me wonder about...").

Observed	NS	After Reading
		Ask knowledge level, basic questions (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.). Note: Do not also mark in the Oral Language Use section.
		Ask higher level, thinking questions (analysis or thinking required, "why," "how," compare, link, explain, etc.). Note: Do not also mark in the Oral Language Use section.
		Summarize the book's main idea or what was learned (e.g., "In this book we learned...").
		Talk about or review vocabulary from the text (e.g., review words on the read aloud chart, discuss vocabulary. "We talked about tremble. Can you show me how you look when you tremble? What does tremble mean?"; "I heard a word I didn't know – bully. What does bully mean?").
		Discuss/involve children in activities or discussions that extend the read aloud into whole group, transitions, centers, or small groups (e.g., props to act out story, class-made books, etc.) Note: Extension activity must be observed.

		Revisit purpose for listening to story (same purpose as stated before reading).
		Teacher defines a comprehension strategy and explains this is generally something good readers do (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences.) (e.g., “We made some predictions about what was going to happen next. Sometimes we were right/wrong. Good readers make predictions because it helps them understand the book.”).